**Pupil Premium Strategy Statement (2020-21)**

**Huntington Community Primary School**

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** |  | **Date of most recent PP Review** | Sept 2019 |
| **Total number of pupils** | 408 | **Number of pupils eligible for PP** | 54 | **Date for next internal review of this strategy** | March 2021 |

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| 1. **Current attainment** | | | | | | | | | | | | |
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| 1. **Barriers to future attainment** (for pupils eligible for PP, including high ability) | | | | | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | | | | |
|  | | A number of pupils eligible for PP are also on the SEN register (2020-21: 14 pupils) | | | | | | | | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | |
| **B.** | | Attendance rates for a small number of pupils eligible for PP are well below the average for the group, reducing their access to the curriculum and to the support in place for them.  30 % of PP pupils have an attendance rate of less than 90% | | | | | | | | | | |
| **C.** | | Some PP pupils experience social/emotional difficulties which hinder access to the curriculum.  17 pupils receive ELSA support or well-being mentoring from a Family Support Worker | | | | | | | | | | |
| **D.** | | Parents find it difficult to support their children with educational activities due to lack of resources; low confidence levels in education or behavioural issues. | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | | | *Success criteria* | | | | |
|  | Pupils eligible for PP and also on the SEN register will make good progress. | | | | | | | These pupils will be on track for at least their FFT 50 Benchmark estimate in Reading, Writing and Maths, and will register progress in Standardised Scores and other assessment measures over the year. | | | | |
|  | Increased attendance rates for the small number of pupils eligible for PP whose attendance does not meet the school expectation. | | | | | | | Attendance for these pupils to increase to above 90%.  Lateness and attendance for disadvantaged pupils is minimised through effective tracking and parental engagement. | | | | |
|  | PP pupils experiencing social/emotional difficulties will be supported such that the impact of their difficulties is minimised and their resilience increased. | | | | | | | Qualitative records to indicate positive outcomes from support provided. Disadvantaged pupils are able to access lessons more frequently. They engage in learning more frequently with and without support of a teaching assistant. | | | | |
|  | Parents will engage and communicate effectively with school staff. | | | | | | | Parents will feel included in the process of their children’s education. This will ensure they feel comfortable and able to communicate with school staff regarding educational and behavioural issues. This positive relationship will have a complimentary impact on the disadvantaged pupils. | | | | |
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| 1. **Review of expenditure** | | | | | | | | | | | | |
| **Previous Academic Year** | | | |  | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action/approach** | | | **Estimated impact:** *Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.* | | | **Lessons learned**  *(and whether you will continue with this approach)* | | | **Cost** |
| All pupils will engage well with their education through practical learning and co-operative learning strategies. | | | Ensure that practical learning takes place in order to embed knowledge. This will include outdoor learning and use of concrete resources to support understanding as Outdoor learning gives pupils experiences in the natural environment which help them to gain knowledge, skills and understanding. It impacts academic, personal and social development whilst increasing well-being and mental health. | | | There have been many positive anecdotal evidence that this outdoor environment has helped with controlling the behavioural outbursts of some children.  Due to the disruption of Covid-19 the full roll out of an outdoor education was unable to be fulfilled. | | | The positive ethos of the outdoor environment has been recognised and embraced by staff and so this element will continue into the targets of the next academic year. | | | £0 |
| Pupils will become more resilient learners, willing to take risks with less fear of failure. | | | The Growth Mindset approach was extended throughout the school, with early adopters and new staff facilitating.  Staff meetings were set aside to share resources and expectation. | | | The Growth Mindset philosophy has become a culture of our school.  It has spread from early-adopting classes throughout the school, as a general approach to learning, supported by regular discussion and displays, rather than discrete lessons. Whilst not quantifiable, noticeable increase in pupils talking openly and readily about the advantages of such a mindset, and are beginning to show more resilience as a consequence. | | | Guiding pupils to develop a Growth Mindset has widespread learning benefits and the approach will be continued.  Having a member of staff leading this area has ensured that it remains high priority. They worked closely with the PSHE lead to link formal lessons and special celebratory days to further raise the profile of this significant aspect of learning. | | | £100 (basic resourcing throughout the school). |
| Improved attainment and progress in Writing across the school. | | | Talk for Writing was implemented as part of a network writing project. | | | Much research evidence to suggest T4W is effective in raising attainment, especially of pupils below national expectation in writing. | | | T4W has been integrated into the English curriculum, with benefits especially for the less able and younger pupils. With developments to the way in which we teach English T4W will continue for less able pupils (through guided work) and across KS1 and Year 3.  Attainment data shows that 76% of PP pupils (yr 3-6) are on track to attain their FFT 50 Benchmark estimate. | | | £3,800 |
| All pupils will benefit from increased access to mobile computing technology. | | | Purchase two additional sets of *Learnpad* tablets | | | This has been beneficial to PP pupils as they have been able to access online interventions via the Learn Pads, which has impacted positively on their learning and attitudes to learning. | | | Learning through technology is highly effective and therefore needs to be developed even further. Many apps and programs have been invested in for use throughout the curriculum and so having these tablets readily available in class has been vital.  With remote learning required for lengthy periods of the year these Learn Pads have allowed vulnerable and PP pupils attending CW school sessions to have access to their learning. | | | £5000 |
| 1. **Targeted support** | | | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action/approach** | | | **Estimated impact:** *Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.* | | | **Lessons learned**  *(and whether you will continue with this approach)* | | | **Cost** |
| Pupils eligible for PP and also on the SEN register will make good progress. | | | Targeted support appropriate to their needs from specialist teaching assistants, using IT and physical resources as appropriate. | | | 26% of children on the PP register are also on the SEND register. The majority of these have made progress on the average depth score that they have achieved from internal Teacher Assessment (Insight), in at least one subject.  88% of KS2 (year 4-6) PP pupils who are also on the SEND register are currently on track to meet their FFT target. | | | This approach is extremely effective in providing PP and SEND pupils with the individualised curriculum that they require and so will continue and be increased.  It is sometimes difficult to evidence small steps of learning which are overwhelmingly important to PP and SEN pupils. It would be useful to have an assessment system specifically for those pupils eg. Bsquared or Boxall Profile. | | | Nessy £500  SEN TAs (additional PP expense): £2,200 |
| Good progress, in Reading, Writing and Maths (meeting FFT Aspire Average estimates) | | | PP teaching assistant employed to specifically support PP pupils during morning sessions in KS1 (targeting English, Maths and other needs as required).  KS2 teaching assistant provides group and individual support for some PP pupils. | | | For pupils receiving this support, success criteria were largely met:  *% PP pupils at FFT Av estimated attainment*  Reading 63%  Writing 50%  Maths 60% | | | The more targeted approach implemented this year (a specific PP TA delivering interventions and support, rather than class-based TAs) was effective and will be continued.  With Reading being a key skill to unlocking the rest  of the wider curriculum, both core and foundation,  we cannot underestimate the benefits that will  come both short and long term from investing in  reading and phonics support using the PP TAs to facilitate this. We will continue with this  approach, incorporating it with 1:1 and group  support. | | | KS1 TA: £10,400  KS2 TA £16,100 |
| 1. **Other approaches** | | | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action/approach** | | | **Estimated impact:** *Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.* | | | **Lessons learned**  *(and whether you will continue with this approach)* | | | **Cost** |
| B  Increased attendance rates | | | Regular monitoring of attendance of identified pupils – intervention via EWO as appropriate. | | | Success criteria were met to some extent, but a small number of PP pupils continue to attend irregularly:  70% of PP have an attendance rate of 90% or above.  At least 2 pupils with lower levels of attendance have diagnosed medical conditions and a further 1 pupil is dealing with emotional trauma. | | | Pupils with lower levels of attendance will be monitored closely and barriers to attending school investigated.  Regular communication will be made with parents of pupils continuing to be absent from school. | | | None |
| Engagement with school and extended learning. | | | Financial support provided for residential and educational visits, music tuition and paid-for clubs (e.g. *Mad Science, Lights Camera Action*). | | | All PP pupils were able to attend paid-for clubs if they wished, and access learning outside the classroom opportunities. Positivity towards education, as measured by attendance data, is shown by the vast majority of PP pupils. | | | To be continued with.  Although this support is hard to quantify as regards closing any gaps in attainment, positivity towards schooling is crucial.  Not all residential visits could take place due school  Coronavirus closures .The disappointment of children who were not able to attend trips has shown us that we need to ensure varied and active activities continue to be a part of PP provision. | | | £1386 – music tuition  £675 – residentials. |
| Improved levels of emotional literacy and resilience, together with ongoing support for vulnerable pupils. | | | Family Support Workers (FSW) provided in-school pupil sessions and support for parents as required.  Emotional Literacy Support Assistant (ELSA) was trained and sessions planned and delivered for pupil groups. | | | Support for vulnerable pupils, and the self-support strategies taught, enabled children attending the sessions to focus more successfully on their academic work (reducing the impact of emotional/social issues). | | | To be continued with.  This support is difficult to quantify as regards closing any gaps in attainment, but enables vulnerable pupils to access support and strategies to help deal with home or school issues. | | | ELSA: £2,800  4hrs pw HM  FSW: £4,800  £60pw x 2 x 39 wks |
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| **Academic year** | | | **2020/21** | | | | | | | | | |
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| 1. **Quality of teaching for all** | | | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review?** | |
| Disadvantaged children to make positive progress across R, W and M.  Higher numbers  of disadvantaged children achieving Exp and the higher standard in R, W and M | | | All disadvantaged children receive high quality teaching and learning through a mastery curriculum and  that they are challenged  appropriately within the curriculum. | | High expectations being placed on disadvantaged learners is essential for raising standards. These approaches being consistently used by all teachers and support staff; along with  effective teaching schemes and  resources being used; we will  ensure all disadvantaged children  have access to and are challenged  appropriately. | | Staff meetings and  training for staff to share,  model and introduce  outstanding practice.  Team teaching opportunities (as started with the Pathways study)  Lesson observations and  learning walks,  Feedback from staff and  pupil voice  Access to good quality CPD Data analysis | | | LN  Head teacher | Summer 2021 | |
| All pupils will engage well with their education through practical learning. | | | Ensure that practical learning takes place in order to embed knowledge. This will include outdoor learning and use of concrete resources to support understanding. | | Outdoor learning gives pupils experiences in the natural environment which help them to gain knowledge, skills and understanding. It impacts academic, personal and social development whilst increasing well-being and mental health. | | Lesson observations  Appoint an Outdoor Learning Co-ordinator for KS2.  Access formal Forest School training for a KS2 member of staff, | | | Head teacher  RJ | Summer 2021 | |
| Improved attainment and progress in Reading across the school. Ensure disadvantaged  children can access the  curriculum through effective reading and comprehension strategies. | | | Text based Reading skills focus.  Use of Pathways to Read to ensure progress and continuity throughout Year 2-6.  TAs will be allocated to PP pupils for support during the WGR session. They will also ensure that a pre-read is included before the session with the main aim being to expose disadvantaged children to high quality vocabulary. | | Reading is the key skill to unlocking the rest of the wider curriculum, both core and foundation, we cannot underestimate the benefits that will come both short and long term from investing in reading and phonics support using the PP TAs to facilitate this. | | Pupil voice  Learning walks  Lesson observations  Progress shown from assessment data | | | Deputy Head (English Lead) | Throughout 2020 – 21/22 (as Covid restrictions allow). | |
| **Total budgeted cost** | | | | | | | | | | | £1600 | |

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| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A  Pupils eligible for PP and also on the SEN register will make good progress. | Targeted support appropriate to their needs from a specialist teaching assistant (and, in the EYFS, the class-based teaching assistants), using IT and physical resources as appropriate. | Specialist teaching assistants are best equipped to target identified learning needs on a day-to-day basis.  IT subscription resources purchased, with screening tools (e.g. *Nessy* spelling), both engage pupils and identify/target their specific needs. | | Termly progress data analysis.  Monitoring of interventions. | Deputy Headteacher | **Termly** |
| Good progress, in Reading, Writing and Maths (meeting FFT 50 Benchmark estimates) | Two PP teaching assistants employed to specifically support PP pupils during morning sessions in Year 1,2, 3, 4, 5 and 6 (targeting English – in particular reading skills, Maths and other needs as required).  PP teaching assistant employed to specifically support PP pupils during afternoon sessions in Year 1, 2, 3,4 and 5. | Regular support within KS2 Reading sessions will enable all pupils to participate at an optimum level.  Regular support (between 2 – 3 mornings a week) should enable KS1 PP pupils to make more sustained progress.  Regular support (between 2 – 3 afternoons a week) should enable PP pupils to make more sustained progress. | | Teachers and PP teaching assistants to communicate on daily basis, identifying and addressing pupils’ needs.  LN to oversee timetabling of TA hours and specific intervention.  Termly data analysis to assess progress. | Deputy Headteacher | Termly |
| **Total budgeted cost** | | | | | | £40,000 |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| B  Increased attendance rates | Regular monitoring of attendance of identified pupils – intervention via EWO as appropriate. | Attainment cannot be improved if pupils are not attending school - addressing attendance has been identified as a key building block of success. | Record keeping (e.g. letters to parents).  Regular review of data.  Good relationships with parents and contact with positive messages. | | Headteacher  Admin staff | July 2020 |
| Engagement with school and extended learning. | Financial support provided for residential and educational visits, instrumental tuition, paid-for clubs and uniform | Positivity about education can be fostered through both learning outside the classroom and extra-curricular opportunities. By ensuring that all PP pupils are able to benefit from such opportunities we maximise their engagement, and that of their parents, with school.  Residential trips are proven to  support growth mind sets, increase  confidence and teach team building  skills. Children learn vital life skills  of perseverance and resilience and  this in turn impacts on their  academic progress within lessons  as they are able to apply these  skills when back in the school  environment. | Ensure opportunities are publicised through letters to all PP pupils.  Arrange meetings with parents (especially those sceptical about trips in order to put minds at ease).  Use reputable companies and specialist staff to provide the best experience possible. | | Headteacher  Admin staff | July 2021 |
| C  Improved levels of emotional literacy and resilience, together with ongoing support for vulnerable pupils. | Family Support Workers (FSW) to continue to provide in-school pupil sessions and support for parents as required.  Emotional Literacy Support Assistant (ELSA) to continue (and increase due to possible issues related to lockdown and impact on mental health) to deliver sessions for pupil groups. | Support for vulnerable pupils, and the self-support strategies taught, enable children attending the sessions to focus more successfully on their academic work (reducing the impact of emotional/social issues). | FSWs are well qualified; ELSA has been formally trained within CWAC programme.  Staff complete written records, enabling communication with class teachers/SMT/SENCo/parents as necessary. | | SENCo: ELSA  Headteacher (FSWs) | July 2021 |
| **Total budgeted cost** | | | | | | £14,600 |